GUIDELINES FOR REFLECTION

Problem Based Learning-Math

“Let’s Party”

\*Reflection information synthesized from all participants

1. What was your favorite part of the lesson?

Interaction of the students

-It was interesting to watch the students persuade each other to choose the items for the party and stay within budget.

-Students were more and more motivated as information was revealed through each scene.

1. What worked well for the students?

The students were able to effectively collaborate, even the students who normally struggle in this area. The fourth grade teacher modified the lesson to make it a 10 year old birthday party and used students’ names to make it more relevant to them which they enjoyed. In addition to collaboration, the students were sharing their background knowledge of planning a party. They went beyond math skills and started reflecting as they mentioned they had no idea what their parents really had to go through to plan their own personal birthday parties.

1. Why is this important?

The lesson was more meaningful because it is a real life situation they would encounter. They also had to rely on teamwork and discussion for the lesson to truly be successful. It is almost as though the math portion was a bonus instead of the other way around. If the effective collaboration had not been there, then the math lesson would have been lost.

4.  What will you do in the future to improve the chance of this

happening again?

We would like to use PBL activities in other subject areas to have students do these types of performance activities that are more purposeful. They were far more engaged than if we had given them all the information up front and asked them to perform. In the future, we would like to model the process a little more up front and explain the directions more clearly. We would also like to have the students use real life advertisements to plan the party. We ran into a time issue otherwise we would have used the ads from papers and stores.